

Leadership Practices to Improve Students' College- and Career-Readiness Levels

Level	Theme/Practice		District Critical Actions		Rubric Rating			
DISTRICT	1	Provide Clear Learning Objectives	D1.1 Establish district curriculum by grade and subject	D1.1A	D1.1B	D1.1C	D1.1D	
			D1.2 Vertically align PreK-12 curriculum by backward mapping	D1.2A		D1.2B	D1.2C	
			D1.3 Clarify learning objectives with supporting materials	D1.3A		D1.3B	D1.3C	
			D1.4 Require written curriculum is taught curriculum	D1.4A		D1.4B		
	2	Provide and Develop Skilled Leaders and Teachers	D2.1 Recruit and select proven principals	D2.1A	D2.1B	D2.1C	D2.1D	
			D2.2 Identify and develop internal candidates for leadership	D2.2A		D2.2B		
			D2.3 Develop talented teacher pool and give principal authority to select teachers	D2.3A		D2.3B		
			D2.4 Focus new teacher PD on curriculum, instruction, and assessment	D2.4A	D2.4B	D2.4C		
			D2.5 Focus all PD on understanding, teaching, and assessing written curriculum	D2.5A	D2.5B	D2.5C	D2.5D	
			D2.6 Ensure proven instructional coaches are available for all schools	D2.6A		D2.6B		
			D2.7 Create the infrastructure and build the capacity for collaboration	D2.7A	D2.7B	D2.7C	D2.7D	
	3	Provide Proven Instructional Tools	D3.1 Assess effectiveness and alignment of instructional programs	D3.1A		D3.1B	D3.1C	
			D3.2 Provide support and resources to implement instructional programs	D3.2A		D3.2B		
			D3.3 Study and share most effective instructional practices	D3.3A		D3.3B	D3.3C	
	4	Develop and Use Data Management Systems	D4.1 Provide access to student data in integrated data management system	D4.1A	D4.1B	D4.1C	D4.1D	
			D4.2 Provide diagnostic and formative assessments aligned with curriculum	D4.2A	D4.2B	D4.2C	D4.2D	
			D4.3 Monitor school and student performance data regularly with principals	D4.3A	D4.3B	D4.3C	D4.3D	
	5	Respond: Interventions and Adjustments	D5.1 Quickly identify and assist schools that are not reaching their goals	D5.1A	D5.1B	D5.1C	D5.1D	
			D5.2 Supplement interventions with support for students performing below grade level	D5.2A		D5.2B	D5.2C	
			D5.3 Adjust curriculum and instructional resources based on student performance	D5.3A		D5.3B		
Level	Theme/Practice		School Critical Actions		Rubric Ratings			
SCHOOL	1	Set Expectations and Goals	S1.1 Study and use the district's written curriculum	S1.1A		S1.1B	S1.1C	
			S1.2 Ensure the written curriculum is the taught curriculum	S1.2A	S1.2B	S1.2C	S1.2D	
			S1.3 Set a limited number of ambitious school improvement goals	S1.3A		S1.3B		
	2	Select and Develop Teachers to Ensure High-Quality Instruction	S2.1 Provide opportunities for teachers to develop leadership capacity	S2.1A		S2.1B	S2.1C	
			S2.2 Establish rigorous teacher-selection processes	S2.2A		S2.2B		
			S2.3 Provide new teachers with tailored support centered on C, I, A	S2.3A	S2.3B	S2.3C	S2.3D	
			S2.4 Supplement district PD to address school-specific needs	S2.4A		S2.4B	S2.4C	
			S2.5 Use instructional coaches to strengthen teacher's skills	S2.5A		S2.5B	S2.5C	
			S2.6 Model and promote substantive collaboration	S2.6A		S2.6B	S2.6C	
	3	Build Structures and Schedules for Rigor	S3.1 Build support for students to engage in rigorous coursework	S3.1A		S3.1B		
			S3.2 Define high-yield instructional practices for use in all classrooms	S3.2A		S3.2B	S3.2C	
			S3.3 Use master schedule to maximize learning opportunities for all	S3.3A		S3.3B	S3.3C	
	4	Monitor Teacher and Student Performance	S4.1 Analyze—and equip teachers to analyze—data to inform decision-making	S4.1A	S4.1B	S4.1C	S4.1D	
			S4.2 Support the development and use of common assessments	S4.2A		S4.2B		
			S4.3 Monitor instructional practice using data and observations	S4.3A		S4.3B	S4.3C	
	5	Intervene	S5.1 Quickly intervene when teachers experience difficulty in classrooms	S5.1A		S5.1B	S5.1C	
			S5.2 Supplement classroom interventions with additional support	S5.2A	S5.2B	S5.2C	S5.2D	
	Level	Theme/Practice		Classroom Critical Actions		Rubric Ratings		
CLASSROOM	1	Study and Use Written Curriculum	C1.1 Study what—and to what level—specific objectives are to be mastered	C1.1A	C1.1B	C1.1C	C1.1D	
			C1.2 Study grade and subject content relative to PreK-12 curriculum	C1.2A		C1.2B		
			C1.3 Align all instruction with district's written curriculum and benchmarks	C1.3A		C1.3B	C1.3C	
	2	Collaborate	C2.1 Collaborate in teams focused on C, I, and A	C2.1A	C2.1B	C2.1C	C2.1D	
			C2.2 Participate in peer classroom visits	C2.2A	C2.2B	C2.2C	C2.2D	
	3	Use Proven Tools to Support Rigorous Learning	C3.1 Use high-yield instructional strategies to support rigorous learning	C3.1A	C3.1B	C3.1C	C3.1D	
			C3.2 Use instructional programs as tools to teach written curriculum	C3.2A				
			C3.3 Use time as a tool to maximize learning	C3.3A	C3.3B	C3.3C	C3.3D	
	4	Monitor Student Performance	C4.1 Analyze student performance data to inform team decision-making	C4.1A	C4.1B	C4.1C	C4.1D	
			C4.2 Continually monitor individual student learning in varied ways	C4.2A		C4.2B	C4.2C	
			C4.3 Discuss student performance early and often with parents, students, and leaders	C4.3A	C4.3B	C4.3C	C4.3D	
			C4.4 Teach students to monitor their own progress	C4.4A	C4.4B	C4.4C	C4.4D	
	5	Intervene	C5.1 Provide proven intervention for mastering grade-level objectives	C5.1A		C5.1B		
			C5.2 Use interventions beyond classroom for students performing below grade level	C5.2A		C5.2B	C5.2C	
			C5.3 Add depth to learning opportunities for students who demonstrate early mastery	C5.3A		C5.3B	C5.3C	

PD=Professional Development

C, I, A=Curriculum, Instruction, and Assessment

DISTRICT: Practices to be mastered and demonstrated by all district leaders

SCHOOL: Practices to be mastered and demonstrated by all school leaders (e.g., *Principal, Asst. Principals, Dept. Chairs, Instructional Coaches, Grade-Level Leaders*)

CLASSROOM: Practices that school leaders must ensure are mastered and demonstrated by all teachers